

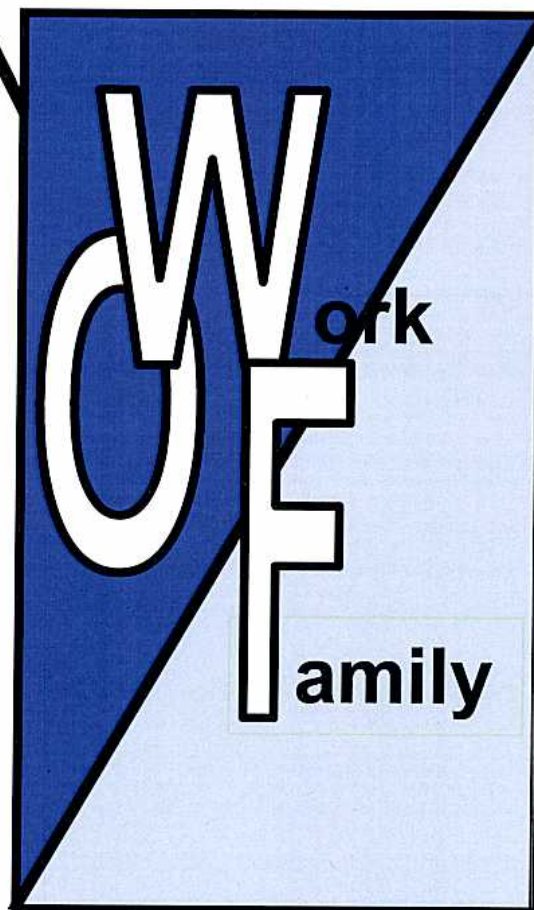
Wisconsin Family and Consumer Education (FCE)

Nurturing members' full development

Meeting members' physical needs

Mission:
FCE programs prepare students to function independently and interdependently as family members, workers, and citizens in everyday life.

throughout life



Contributing to development of a democratic society

Vision:
FCE empowers individuals and families to manage the challenges and opportunities of living and working in a complex, global society.

Work of Family

Families play a very important role in our individual lives and in society.

It is in the family that we

- learn to relate to, care about, and help others
- acquire attitudes about learning and work
- build interaction and communication skills
- form patterns of responding to the environment
- develop ways of thinking and reasoning
- learn core values and right from wrong.

Family members can work together within the family and with other families to improve conditions in the home, workplace, community, and world.

Family members **communicate** to

- understand each other
- resolve continuing concerns
- build nurturing relationships
- establish connections outside the family.

Through communication the family acts as a unit rather than a collection of persons.

Families use **reflection** to evaluate attitudes, beliefs, and patterns of thinking and acting that block creative and critical thinking and communication.

Families use **technical knowledge, methods, and tools** to manage the environment and provide for members' physical well being.

What is family and consumer education (FCE)?

Wisconsin's FCE program is internationally known for its emphasis on *work of family*. The focus on *work of family* evolved over a 25 year period as a part of an ongoing conversation among teachers, teacher educators and state staff about what should be taught and learned in family and consumer education. As reflected in Wisconsin's broad program goals, this approach draws on a wide range of research and writing about family and consumer sciences education as practical and critical science rather than technical science.

Broad program goals focus on the development of family members, workers and citizens who are capable of

- critically examining self-defeating patterns of thinking and acting,
- investigating questions of significance to individuals and families,
- judging the best course of action in a particular situation, and
- taking informed, socially responsible action.

Six representative ideas connect main features of the program:

Continuing concerns of individuals and families are broad questions of social significance about what action should be taken in a particular situation. They are ongoing in that the same questions come up again and again in different situations and generations.

Practical reasoning is a special kind of thinking process that individuals and families can use in everyday family, work, and community settings to help them investigate and resolve complex questions of concern to individuals and families.

Family action refers to three types of reasoned action – communication, reflection, and the application of technical knowledge, methods, and tools – that individuals and families can use to accomplish their goals.

Personal and social responsibility – Families play an important role in generating and preserving basic values and can encourage their members to take informed, socially responsible action. It is in the home that compassion for others and commitment to democratic ideals are first introduced and practiced. Through communication and reflection, family members can develop feelings of concern about others' and learn to apply ethical principles of respect, equality, justice, and freedom when judging what to believe and do.

Work of family refers to efforts within families or collectively on behalf of children and families to fulfill responsibilities related to meeting individuals' physical needs, nurturing their full development throughout life, and contributing to continuing development of democratic society.

Learning to learn refers to several habits of thinking, attitudes, and skills needed for life-long learning, many of which are formed in early childhood, and the capacity to meet life and work tasks resourcefully.

These representative ideas cut across all FCE courses. Content, performance, and proficiency standards based on these concepts can be found in *Wisconsin's Module Academic Standards in Family and Consumer Education* (1997). Many core concepts in FCE are introduced in elementary school, but most FCE programs begin in the middle school. Middle and high school FCE programs often contain a combination of required and elective courses.

Components of comprehensive, standards-related family and consumer education programs include three areas of emphasis:

THE FAMILY SETTING

Programs that focus on the family offer all students opportunities to address significant questions about balancing family, work, and community life; child development and parenting; citizenship responsibilities; consumer economics/personal finance; residential energy and environmental stewardship; family relations; intergenerational communication; interpersonal relationships; leadership; life span human development and aging; nutrition and wellness; resource management (food, clothing, housing, health, economic resources); and technology. Middle and high school students develop life skills and insight about the relationships among individuals, families, and the community environments in which they live, work, and contribute with integration and application of knowledge from several disciplines such as arts and design, English/language arts, environmental, health, mathematics, science, and social studies education. **Resources:** *Family, Food and Society: A Teacher's Guide* (1996); *Wisconsin's Model Academic Standards for Family and Consumer Education* (1997); *Development of the Brain: Zero to Three-Parenting Module* (2001); *Curriculum Planning in Consumer Economics* (2003); *Executive Summary on Relationship and Marriage Education* (2003); *Curriculum Planning for Parents and Children* (2004); *Program Standards in Family and Consumer Education* (2004); *Curriculum Planning for Family Work and Careers* (2004); *Planning Curriculum in Family and Consumer Education* (2004); and *Curriculum Planning for Family and Technology* (2005).

FAMILY AND CONSUMER SERVICES

Students with career interests in family and consumer services may elect Wisconsin's skill standards certificate programs to learn what productive workers in a particular occupation or industry need to know and be able to do. Some skill standards programs offer a one-year, paid work experience. See the three step process of online registration of programs and students: <http://www.dpi.state.wi.us/dpi/dlsis/let/cteskills.html>.

■ Child Care Services Certificate Programs

- **Assistant Child Care Teacher (ACCT)**—DPI approved program taught by vocationally certified FCE teachers in child services. Before enrolling, students must complete a semester-long parenting/child development course. The ACCT is open to juniors or seniors with a career interest in the child care industry or other careers involving children. Certificates provide evidence of successful completion for entry into industry as an Assistant Child Care Teacher or for further education. Students receiving a certificate are qualified to work in a licensed day care center at age 17. Otherwise, students must be 18 to work as an ACCT. **Resources:** *Infant and Toddler Certification* (2000); *Development of the Brain: Zero to Three-Child Care Module* (2001); the newly revised *The Assistant Child Care Teacher: A Program Planning Guide* (2003)

- **Wisconsin's Cooperative Education Skill Standards Certificate Program in Child Services**—DPI approved program taught by vocationally certified FCE teachers for seniors who are 17 years of age and have satisfactorily completed the Assistant Child Care Teacher (ACCT) course during their junior year. Competency areas include: Personal/ interpersonal, thinking/ information processing, systems/ technology, introduction to child care services, the center environment, children, professional development, food and nutrition, health and safety, special needs children, and core employability skills. Students with this certificate who graduate from high school also qualify to receive the second-level Department of Health and Family Services (DHFS) employment designation as a Child Care Teacher. Endorsed by the DHFS, Wisconsin Child Care Administrators Association, Wisconsin Early Childhood Association, and Wisconsin FCCLA-Family, Career and Community Leaders of America. **Resources:** *Wisconsin Skill Standards for Child Services* (2001), Student Portfolio (see DPI web site).

- **Wisconsin's Cooperative Education Skill Standards Certificate Program in Food Service**—DPI approved program for juniors and seniors taught by a vocationally certified FCE teacher in food service. Competency areas include introduction to the food service industry, nutrition and menu planning, sanitation and safety, dining room service, food preparation, garde-manger, baking, and core employability skills. Knowledge and skills gained through participation in FCCLA also apply. Endorsed by the Wisconsin Restaurant Association, the American Culinary Federation, the Wisconsin Bakers Association, and Wisconsin FCCLA. **Resources:** *Wisconsin Skill Standards for Food Service* (2001), Student Portfolio (DPI web site), *Probing Student Thinking Using Career and Work-Related Dilemmas* (2001).

- **Wisconsin's Cooperative Education Skill Standards Certificate Program in Family and Community Services (2002)**—Student portfolio and curriculum field-tested in FCE classrooms in 02-03; results presented at the F'03 WBL Conference; portfolio and curriculum available at www.dpi.state.wi.us/dpi/dlsis/let/cooportf.html; www.dpi.state.wi.us/dpi/dlsis/let/fcecurr.html

FCE programs offer opportunities to:

- address significant questions of concern to individuals and families
- practice practical problem solving, thinking, and reasoning skills
- conduct individual, family, and community action or service learning projects
- apply skills in ethical/moral reasoning, teamwork, and cooperative dialogue
- engage in structured inquiry and guided re-discovery of knowledge
- simulate or experience real life and work situations and reflect on what is learned.

For example, in **Parents and Children** courses students discuss and practice parenting skills in conjunction with an academically rigorous exploration of issues related to life span development and the creation of nurturing environments.

As a result, students develop:

- deep understanding of the family's significance
- appreciation for the importance of family work
- the capacity for reasoned action to address family-related concerns
- critical and creative thinking skills and communication processes
- ethical sensitivity and responsible citizenship
- career, lifework planning, and work-related skills
- media literacy and use of technology
- an appreciation of human worth and multi-cultural diversity
- habits of inquiry and commitment to life-long learning

Mission

FCCLA promotes personal growth and leadership through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation.

Purposes: FCCLA

- provides opportunities for personal development and preparation for adult life
- strengthens the family as a basic unit of society
- encourages democracy through cooperative action in the home and community
- encourages individual and group involvement to help achieve global cooperation and harmony
- promotes greater understanding between youth and adults
- provides opportunities for making decisions and for assuming responsibilities
- prepares for multiple roles of men and women in today's society
- promotes family and consumer sciences and related occupations.

Originally printed in partnership with Wisconsin Family & Consumer Educators (WFCE) in 2001 with a grant from Carl D. Perkins Vocational and Technical Education Act of 1998. Revised 2004. Available online. May be reprinted without permission.

■ **Wisconsin's Youth Leadership Skill Standards Certificate Program**—field tested in FCE classrooms; longitudinal study initiated during '02-'03; student portfolio and background available at <http://www.dpi.state.wi.us/dpi/dlsis/let/ylssindex.html>; annotated bibliography of resources available upon request; student manual, teacher resources, and mentor guide ready summer 2004.

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA - FCCLA

The third area of emphasis is FCCLA, a national co-curricular career and technical student organization that helps young men and women become leaders and address important personal, family, work, and societal issues. Today over 227,000 members in 8,000 local chapters are active in a network of associations in 50 states as well as in the District of Columbia, the Virgin Islands and Puerto Rico.

As the only student organization that focuses on the family, it is open to all students from grades 6 through 12 who have taken a course in Family and Consumer Sciences Education (FCSE). Chapter projects emphasize a variety of youth concerns, including conflict resolution, family relationships, parenting, peer pressure, environment, intergenerational communication, nutrition and fitness, substance abuse, teen pregnancy, and career exploration. Activities turn classroom issues into real-life youth-directed action. Besides expanding leadership potential, members develop life skills needed in the home, workplace, and community.

Some new or revised co-curricular middle and high school national programs include:

- **Career Connections** - integrating work and life; managing multiple roles of family member, wage earner, and community leader; *and* linking learning and life.
- **Community Service** - members experience character development as they develop, plan, carry out and evaluate projects to improve the quality of life in their communities.
- **Families Acting for Community Traffic Safety (FACTS)** - peer education program to promote traffic safety, increase use of seat belts, and reduce impaired driving.
- **Families First** - peer education program that emphasizes understanding and celebrating families, strengthening family relations, overcoming obstacles together, balancing family and career, *and* learning to nurture children.
- **Dynamic Leadership** provides activities at all skill levels of leadership.
- **Financial Fitness** - personal financial literacy and money management.
- **Leaders at Work** - handbook for planning specific career projects related to FCSE.
- **Power of One** - helps students find and use their personal power: A better you, family ties, working on working, take the lead, speak out for FCCLA
- **STOP the Violence** - Students Taking on Prevention is a peer education program that empowers youth to recognize, report, and reduce the potential of youth violence.
- **Student Body** - peer education program to help young people make informed, responsible decisions about their health, such as nutrition, fitness, self-awareness.

FCCLA Wisconsin Highlights

- Regional VPs conduct Fall STAR Roundups
- State Officer-Adviser Teams lead Fall Leadership Labs in October
- National (16) and state only (11) programs and competitive events:
 - Regional competitions are held throughout the state during February.
 - Student qualifiers are eligible to compete in STAR Events at the State Leadership Conference held in April.
 - Student qualifiers are eligible to compete at the National Leadership Meeting in July.
- In a membership quest following the Fall STAR Roundup, state officer-adviser teams visit non-affiliated chapters and schools in their region
- STOP the Violence training and mini-grants are available for school districts. Check the national web site for this opportunity: <http://www.fcclainc.org/>

For more information, contact:

Sharon Strom, Consultant-FCE/FCCLA at 608/266-2347 or sharon.strom@dpi.state.wi.us. Wisconsin Department of Public Instruction, Career and Technical Education Team, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841. Visit the department's website at www.dpi.state.wi.us, including the WINSS interactive website, *and* the web site for WFCE at www.execpc.com/WisFamConEdu

